

## Beyond Proficiency Part I-Learning Climate

By WKU graduate students in LME 508 Information Sources and Services

*Part I A. The SML creates learning environments where students are active participants as individuals and as members of collaborative groups in the following ways:*

*1) Provides for independent and cooperative group learning.*

Hoover reports in this article that cooperative grouping has a positive effect on student achievement when students are grouped purposefully. Many lessons done in the library such as information inquiry lend themselves well to cooperative learning and go hand in hand with lessons taught cooperatively between library media specialist and teacher. All of these strategies create a productive classroom and library environment.

Hoover, C. (2006). Research-Based Instructional Strategies. *School Library Media Activities Monthly*, 22(8), 26-8.

*2) Encourages participation in book clubs, literature circles, and library reading programs (e.g. Kentucky Bluegrass Awards)*

In school, external motivators can bring positive results. As mentioned in the article *Engaging the Disengaged: Using Learning Clubs to Motivate Struggling Adolescent Readers and Writers*, students often bring frustrations with them to class. They do not see learning or reading as a positive thing if their backgrounds have not fostered this. However, research suggests that students will meet success much more often if they have motivating activities to encourage their reading lessons. Collaborative literature circles and book clubs are two common methods for motivating students. The school library media specialist is crucial to the success of these motivational tactics.

Reference:

Casey, H. K. (2008). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers. *Journal of Adolescent & Adult Literacy* 52 (4), 1-4.  
doi:10.1598/JAAL.52.4.2

*Part I B. SML motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect*

*1) Maintains a supportive and nurturing environment in the library to increase student satisfaction and achievement.*

The author discusses changes she made to the school library and library program at the D. L. "Dusty" Dickens Elementary School in Las Vegas, Nevada. Particular focus is given to the efforts to change the library's atmosphere to a learning commons. The physical space of the library is described and efforts to maintain an open schedule in the library are discussed. The use of research regarding school improvement, academic achievement, and reading instruction in developing the instructional model used by the library is examined and various library activities including word study, writing, and media literacy are explored. Circulation statistics are also presented.

Resources:

Bentheim, C. A. (2010, April). From book museum to learning commons: Riding the transformation train. *Teacher Librarian* 37(4). Retrieved from EBSCOhost databases.

*2) Fosters compassion and respect by thoughtfully guiding students with reading selections and topics for writing, researching and exploring.*

In this article, Graboyes describes the role of the LMS in working with gifted students on project based learning assignments in a Virginia school. The school aims to teach information fluency, which is a step beyond information literacy. With research as the center of all educational endeavors, this LMS has the opportunity to work with all students to develop the skills that will make them information fluent.

#### Reference

Graboyes, A.S. (2007). No gifted student left behind: Building a high school library media center for the gifted student. *Gifted Student Today*, 30(2): 42-51

*3) Regularly models and shares the thinking processes and communication skills of a literate person, emphasizing curiosity and enthusiasm about literary and non-literary texts and the uses of language*

#### *Part I C. SML cultivates cross cultural understandings and the value of diversity*

*1) Exposes all students (pre-K through 12th grade) to STEM (Science, Technology, Engineering and Mathematics) fields and careers.*

*2)Is knowledgeable of learning styles, stages of human growth and development and cultural influences on learning.*

A library media specialist is responsible for instructing all students in a school as they visit the library media center. The students served by the library media specialist are very diverse in regards to culture, development, learning styles, and ability. In this article, the author describes several instructional strategies school library media specialists may use in order to reach all students including: 1) sensitivity to different learning and engagement styles, 2) teaching strategies to help accommodate diverse learning styles, 3) flexibility in altering techniques, and 4) reflection to improve future interchanges.

#### References

Mestre, L. (2009). Culturally responsive instruction for teacher-librarians. *Teacher Librarian*, 36(3), 8-12.

*3)Develops a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.*

*4)Encourages students to share confusions and difficulties and recognizes the diverse perspectives and resources brought by each member of the class.*

Open-ended goals by library media specialists and regular classroom teachers, when created over

time, help students to feel comfortable sharing their ideas in a classroom, even if their ideas may be unconventional or unexpected. Creating a non-threatening learning and discussion environment is essential for the LMS to help students come into their own as researchers and self-educators.

#### References

Hannafin, M., Land, S., & Oliver, K. (1999). Open learning environments: foundations, methods & models. In C. Reigeluth (Ed.). *Instructional-design theories and models* (pp. 115-140). Mahwah, NH: Lawrence Earlbaum Associates, Inc. Publishers.

As a teacher, we know that we must differentiate to meet the diverse needs of our students in the classroom, but what does that look like in the library media center. This article describes how teachers and library media specialists can collaborate to enhance student learning and the various ways that the LMS can differentiate instruction through four areas: content, process, product, and learning environment. They describe the media center as a "learning lab, a literacy classroom, a common place for students and teachers to study, research, read, think, question, argue, discover, connect to the world or just curl up and relax with a good book."

#### References

Koechlin, C., & Zwaan, S. (2008). Everyone wins: Differentiation in the school library. *Teacher Librarian*, 35(5), 8.

*5) Provides opportunities for students to read from a variety of perspectives and cultures.*

*Part I D. SML encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students*

- 1) Supports the learning of all students and members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.*
- 2) Sets expectations for all students to attain individual literacy goals.*
- 3) Demonstrates knowledge of a variety of information sources and services that support the needs of the diverse learning community.*
- 4) Identifies and provides support for diverse student information needs.*
- 5) Makes effective use of data and information to assess how the library media program addresses the needs of diverse communities.*

The article presents a library schedule and attendance statistics form through which the data related to the number of students using the library media center in a day can be compiled. The form has various sections, including, the number of students using the library media center independently, before school, during home room and lunch; the number of students using the library media center independently during study hall periods and the number of classes in the library media center.

#### References

Henry, J. (2006). Library schedule & attendance statistics form. *Library Media Connection*, 24(4), 25.

*Part I E. SML displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors*

*1) Uses library routines and procedures to develop appropriate student behavior.*

*2) Places into practice, efficient check out and check in procedures.*

According to the author, the media specialist performs a wide variety of roles that serve to strengthen the entire school community. Although circulation may seem small and simple, it is a significant part of maintaining a functional library media center. Having effective check in and checkout procedures is important. Both procedures require discipline and error free record keeping. Checking in and out materials may seem minute, however it is how materials are maintained and accounted for. This is crucial aspect of circulation procedures of any media program.

## References

Purcell, M.(2010). All librarians do is check out books, right? A look at the roles of a school library media specialist. *Library Media Connection*, (29) 3, p. 30-3.

Shahbodaghi stresses the importance of implementing checkout procedures that encourage students to continue reading, even when they have accumulated library fines. The author, a school librarian, noticed that a great deal of students in the high poverty school where she worked were not checking out books due to their library fines and asked, "Since an existing library practice allows adults to reduce their fines by working, why not create a program that lets kids do the same by reading?" Shahbodaghi goes on to explain how the program that she has implemented at her school works, emphasizing that all overdue items must be returned in order to participate, and lost or damaged items must be replaced for a student to qualify for the program. While the program is unconventional, it has allowed thousands of students whose cards were once blocked to resume checking out books from the school library.

## References

Shahbodaghi, K. (2006). It's all clear: reading to reduce library fines allows kids to check out books again. *School Library Journal*, 45.

*3) Posts and enforces rules to make the library media center a place of learning for all.*

*4) Maintains a welcoming, neat, attractive library media center that is user friendly.*

*5) Develops, implements, and evaluates policies and procedures that support teaching and learning in school libraries.*

6) *Develops a management plan that aligns with the school-wide discipline plan.*

*Part I F. SML provides students equitable access to technology, space, tools and time*

*1) is accessible to the total school community.*

*2) Sees that the media center is open to all before and after school.*

*3) Manages information by providing intellectual and physical access to information in print, media, and online resources, either local or web-based*

*4) Supports flexible, open access for library services.*

*5) Demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.*

*6) Facilitates access to information in print, non-print, and digital formats.*

The article explains that facilitating access to various formats that school media specialist "open windows" of opportunity for students. *We Can Open the Windows to the World* describes the importance of facilitating access to collections that hook students into reading. Using a variety of formats (print, non-print, and digital) increased circulation rates in school libraries. According to the author, library users are more interested when there is variety of sources to choose from and as school library media specialists we need to keep our windows open so we can teach our students how to find their windows.

#### Reference

Harvey, C. (2009). We can open the windows to the world. *Knowledge Quest*, 37 (5), 26-29. Retrieved from Library and Information Science on November 30, 2010.

*7) Organizes library media facilities to enhance the use of information resources and services and to ensure equitable access.*

*Part I G. SML effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections*

*1) Allows for sufficient time for students to self-select books for research, assignments or pleasure reading.*

This article explored a four-country study that identified positive outlooks on behalf of the children who self-selected books. Since this was a multi-country study, children were allowed to self-select books from a digital library. According to the author, "It is important that school and public librarians understand how children respond to the literature they read not only for school but recreationally so that they can effectively develop collections and programs that address and respond to children's interests." This article also discusses the reasons students select certain books. Most of the responses go back to the emotions a book creates. By allowing time for selecting books, the student is able to choose something that he or she enjoys, which will enhance learning.

#### References

Massey, S. (2009). Initial findings from a three-year international study exploring children's responses to literature in a digital library. *Library Trends*. 54(2), p. 245-246.

2) *Allows for sufficient time for discussion and questions.*

3) *Allows for time for students to understand content and make connections.*

*Part I H. SML designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning*

1) *Enhances learning by offering opportunities to share and learn with others in both face-to-face situations and through technology.*

The article discusses the role of the LMS to enhance learning by offering opportunities to share and learn with others in both face-to-face situations and through technology. The author cites as an example through literacy events such as literacy clubs, or book events where students have the opportunity to share their love or interest in books with each other and with the community. These events can be viewed and shared through technology.

#### Reference

Moreillon, J. (2009). Reading and the Library Program: An Expanded Role for 21st-Century SLMS. *Knowledge Quest*, 38(2-), 24-31. Retrieved from ERIC database.

The author describes her role as technology leader in her school. As SmartBoard technology was being introduced in the school it became clear that not all teachers were gaining the needed skills to integrate this technology into regular lessons. In response, the author created professional development workshops and trained a cadre of student technologists to assist teachers with the new technology

#### Reference

Ramsey, K. (2010). The School Tech Squad: A Learning Commons Technology Boost. *Teacher Librarian*, 38.

2) *SML creates an environment where student work is valued, appreciated and used as a learning tool. Shares digital slides of previous student work.*

2) *Assesses learner needs and designs instruction that reflects educational best practice.*

3) *Designs and implements instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.*

4) *Designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.*

5) *Promotes the idea that learning is a process and mistakes are part of that process by creating a literate community that encourages students to share their ongoing work and take risks.*

*Part I I. SML creates an environment where student work is valued, appreciated and used as a learning tool*

1) *Displays student work on bulletin boards and outside the library media center.*

2) *Displays student work through various venues, such as bulletin boards, digital slides, and Web pages.*

The article describes how to bring joy into the school through displaying student work. Work can be displayed on the bulletin boards, display cases or even on a webpage for the school. Some student work can also be displayed in the library media center, as it is a central place used by many in the school. Displaying student work other than worksheets, allow students to be proud of their work and make a school a joyful, inviting place for all who work and enter the building.

#### Reference

Wolk, S. (2008). Joy in school. *Educational Leadership*, 66(1), p. 8-15.

3) *Reads from selected student work for others to model.*

4) *Shares digital slides of previous student work.*

The author explains how the collaboration between math teachers and the SML can result in real-world learning in the STEM areas. The project described in this article was a math assignment that resulted in student Powerpoint presentations on real-world math problems which were shared with other students.

#### Resources

Gardner, J. (2004). Technology + planning + math = integration. *Knowledge Quest* 32(5). Retrieved from EBSCOhost databases.

## Section 2: Classroom Assessment and Reflection

Highly Effective Teaching and Learning Part II. Classroom Assessment and Reflection

*Classroom Assessment and Reflection: the school media librarian, classroom teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.*

### *School Media Librarian (SML) Characteristics:*

*A. SML is informed and aware of the uses of multiple methods to systematically gather data about student understanding and ability. The librarian:*

*1) collaborates with teachers to design and implement lessons geared to the student's ability.*

In this article, the author describes the function of collaboration is a key component in teaching. According to Haycock (2007), "The role of the teacher-librarian is delineated by district or school policy and mutual understandings: it is not a support role; it is not a service role; it is a partner role. Teaching partners share a stake in both the process and outcome of collaboration as it reflects school expectations and a beneficial practice for student learning." The article not only the positive affects collaboration had on the learning process, but also the students, teachers, and librarians involved. Studies discussed in the article revealed that collaboration through analyzing products or even general collaboration leads to greater learning.

### Reference

Haycock, K.(2007). Collaboration: critical success factors for student learning. *School Libraries Worldwide*, 13(1), p. 25-35.

This article describes cooperative learning strategies within a classroom, library or otherwise, that are designed so that students can receive feedback not only from their teachers, but also from their peers, and in a non-threatening and non-judgmental way. When everyone has work on display, and everyone is to have an opinion on everything, the feeling is a lot less daunting for students in regards to the peer-assessing coming their way.

### References

Sykes, J. A. (2006). *Brain friendly school libraries*. Westport, CT: Libraries Unlimited.

The article focuses on the goals of the library program of McKnight Elementary in the North Allegheny School District in suburban Pittsburgh, Pennsylvania. The program aims to collaborate with teachers, administrators, parents, and students, to support building and district initiatives, and to integrate the teaching of literature, information literacy, and technology skills into the subject area curriculum.

### Resources:

Burk, L. F., (2006, Dec.). CSI library—collaborate, support, integrate. *Teacher Librarian* 34 (2).

*2) uses student data as one way to inform collection development.*

The author discusses the importance of circulation data which show that print circulation is increasing in our information technology rich schools and the continued demand for



developmentally appropriate and easily accessible print resources. The author states that library automation systems collect and generate the concrete numerical data which should be shared with the school. According to the author "My principal shared the good news about media center circulation during opening remarks at a district-wide workshop--his way of saying the media center is well used." Data used in this manner will assist in funding the media center collection.

## Resources

Anderson, M. (1999). Good data makes good sense. *Multimedia Schools* 4(6), 19-21.

*B. SML uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. The librarian:*

*1) collaborates with classroom teachers and other specialists to analyze student products to inform instructional practices related to information seeking skills and strategies.*

According to Yoshina & Harada (2007), "Rubrics describe the qualities of strong, adequate, and weak performances. Rubrics change the focus from 'What have I learned?' to 'How well have I learned it?'" This article references Heidi Andrade's guidelines to creating a rubric. Through these guidelines, it is easy to see the amount of modeling that is done for and with students. Step 1 involves teacher and students examining different examples of previous products to determine if they are weak, adequate, or strong. Step 2 requires teacher and students to list criteria for a successful performance. Step 3 is the actual creation of the rubric for the task at hand. The next step involves the students practicing using the rubric on a work sample. Step 6 has the students use the rubric independently to create their project. Lastly, step 6 is when the rubric is used to grade the project.

Yoshina, J. & Harada, V. (2007). Involving students in learning through rubrics. *Library Media Connection*, 25(5), p. 10-14.

This article discusses the role of assessments in the school library media program and how LMS should go about selecting proper formative assessments for use with students. The article cites a general decision-making process to use when selecting assessments in the school library media program. This process includes defining the specific goal of the assessment, evaluating its importance, looking at available assessment options, evaluate how well each option would assess, select the best choice, and then reflect to review if the assessment should be modified or discarded prior to instruction next time.

## References

Abilock, D. (2007). Choosing Assessments that Matter. *Knowledge Quest*, 35(5), 8-12.

*2) reflects with classroom teacher on student work analysis activities to guide future projects.*

According to the *Big Think* it is necessary for teachers and teacher-librarians to work together on the "post-game review." This book compares teachers to coaches and discusses the importance of

taking the time to reflect on the student outcomes to improve future teaching strategies. Teacher - Librarians are referred to as teacher coaches and classroom teachers are student coaches. After a unit all the coaches need to get together for the post- unit review just like coaches do after a game.

Loertscher, D., Koechlin, C., and Zwaan, S. *The Big Think: 9 metacognitive strategies that make the end just the beginning of learning*. Salt Lake City, UT: Hi Willow Research.

*C. SML revises instructional strategies based upon student achievement data.*

*D. SML uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. The librarian:*

*1) guides students in information seeking to enhance their ability to think critically.*

According to Janet Murray "Library media specialists know that Big6 Skills and the national information literacy standards provide a powerful repertoire of research tools to integrate technology into every area of the curriculum. Our challenge is to share that understanding with our colleagues." One of the roles of media specialist is to assist both students and teachers alike, in the tasks of locating appropriate research tools and technology. Information literacy models present the foundation of this process. According to Murray, one way to become successful in the research field is to apply literacy models such as the BIG6 model, which combined with information literacy standards can help us systematize our instruction and break it into manageable pieces.

Murray, J. (2000). Applying Big6 Skills and information literacy standards to Internet research. *Book Report* v. 19 no. 3 (November/December 2000) p. 33-5.

*2) recommends reliable, quality resources and guides students in evaluating those resources.*

In her article, "And the Answer Is," Elizabeth Swartz stresses the importance of teaching students how to find answers to research questions and evaluate sources. According the Swartz, the most important part of the research work is to make everything gathered will help answer the question. Many young students have a hard time with this. They cannot narrow down exactly what they need to answer a question. We must stress to students that not everything on the internet is correct. That is one of the first lessons students should learn when it comes to doing research. Librarians should be able to lead students in the right direction to find reliable resources. Before any information is recorded, we need to train our students to consider if the information is even useful to answer the question. The resource needs to be more than just related to the topic. It needs to provide vital information.

Resource

Swartz, E.. (January, 2005). And the answer is. *Teaching K – 8*, 41-42.

*E. SML co-develops scoring guides/rubrics with students and provides adequate modeling to*

*make clear the expectations for quality performance. The librarian:*

*1) Collaboratively develops rubrics aligned with AASL Standards for the 21st Century Learner and content area standards.*

This article discusses a lesson in which AASL standards are used to help students figure out a career path. The use of a rubric is necessary in producing quality products and giving students feedback on their work. The article gives a sample rubric for the lesson.

#### Resource

[Vent, L.](#) (2010). Career info quest: Using AASL standards to prepare teens for the future. *Library Media Connection*, v28 n4 p28-30.

*2) uses and displays models to clarify expectations of high quality products.*

*F. SML guides students to apply rubrics to assess their performance and identify improvement strategies.*

*G. SML provides regular and timely feedback to students and parents that move learners forward. The librarian:*

*1) participates in parent teacher conferences, as needed.*

This article emphasizes that the library media specialist plays an important role in the school showing how he or she connects with students and the curriculum, cares about each student in the building, and is an effective teacher and educator in the school. One big way that this can be done is through participating in parent-teacher conferences. This article provides a few tips and suggestions on how the LMS can be an effective participant at parent-teacher conferences.

#### Resource

Barton, R. (2008). The library media specialist and the parent teacher conference. *Library Media Connection*, 27(3), 42.

*2) provides parents/guardians opportunities for library visits (i.e. family literacy nights, parent-child book clubs).*

According to Faucette (2000), parental involvement is the most influential factor that can have a positive impact on student achievement. The article further explains that other benefits from

parental involvement include, improved teacher morale, higher ratings of teachers, more support from families, and schools have better reputations in the community. Further more, Faucette states that "library and media specialists are uniquely placed to support and encourage involvement efforts, and particularly technology efforts." The library media specialist can be an ambassador of sort who encourages and creates opportunities for parents to be involved in their children's education. Technology clubs or classes, family literacy nights, and parent-child book clubs are just a few examples of how the library media specialist can help include parents in their children's school.

#### Resource

Faucette, E. (2000). Are you missing the most important ingredient? A recipe for increasing achievement. *Multimedia Schools*, 7(6), 56-61.

*3) promotes the Library Bill of Rights in protecting the rights of all children to read.*

According to this article, the library field is constantly changing, and knowledge must be imparted about these new developments. To create a better library media program, it is necessary to give students the rights they deserve. The author suggests that creating an advocacy program promoting the Library Bill of Rights might be the best way to accomplish this. The Library Bill of Rights includes the following rights: education, evaluation, challenge, innovation, experience, exploration, collaboration, redefinition, development, and advocacy.

#### Reference:

Booth, C. (2008). Library student bill of rights. *Library Journal*. Retrieved from <http://www.libraryjournal.com/lj/careersnewlibrarians/862513-304/story.csp>

*4) provides the classroom teacher with feedback on student work in the library media center.*

This article discusses the importance of collaboration between school librarians and classroom teachers. These collaborations should be built on shared goals, shared vision, with trust and respect. Librarians who keep flexible schedules can collaborate more effectively with classroom teachers when presenting instruction. Librarians who communicate the usefulness of the library and the lessons completed during classes can effectively persuade more educators to collaborate more often. This article also includes different ideas for librarians in their collaboration with classroom educators.

Russell, Shayne. "Teachers and Librarians: collaborative relationships." *Teacher Librarian* 29.5 (2002): 35.

*5) communicates library activities via a newsletter, Web page, bulletin boards, and/or school-*

*based telecasts.*

*H. Classroom teacher allows students to use feedback to improve their work before a grade is assigned. The librarian:*

- 1) provides formative assessment feedback.*
- 2) identifies supplemental resources for student work improvement.*
- 3) supports all content areas; the library media program is not a graded discipline/content area.*

*I. SML facilitates students in self- and peer-assessment. The librarian:*

- 1) supports the classroom teacher in providing opportunities for students to evaluate their own and other's work.*
- 2) supports the classroom teacher in providing opportunities for students to participate in peer editing and conferencing.*

*J. SML reflects on instruction and makes adjustments as student learning occurs.*

Library media specialists, just as any other teacher, need to be able to successfully reflect on teaching and learning to improve library instruction. According to the article, *On Becoming a Critically Reflective Practitioner*, there are two types of reflection processes that can be used including reflection in action and reflection on action. Reflecting in action is reflecting, evaluating, and changing instruction as needed during a lesson. Reflecting on action is reflecting, evaluating, and changing future instruction after the lesson has been completed. The article provides a brief overview of several different reflective practices for library and information professionals.

## References

Forrest, M. (2008). On becoming a critically reflective practitioner. *Health Information & Libraries Journal*, 25(3), 229-232.

## Section 3; instructional Rigor and Student Engagement

### **Beyond Proficiency Part III: Instructional Rigor and Student Engagement**

*Part III: Instructional Rigor and Student Engagement: SLMS supports and encourages a*

*student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving*

*Part III A - SML instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.*

*1) Helps students learn through educational games and activities designed to meet state and national standards.*

*2) Assists students with reading, viewing and listening for information in order to make inferences and gather meaning.*

*Part III B – SML scaffolds instruction to help students reason and develop problem-solving strategies.*

*1)Addresses a broad range of reading levels.*

Dispelling the myths of reading instruction is the main focus of this article. The points addressed are geared toward the misconceptions many parents have in their role of teaching their child to read, but these are also relevant to educators as well. The myths involve the amount of time spent reading with children, the scope of materials, at-risk children and time constraints of busy parents. Suggestions are given for parents who wish to incorporate effective strategies for reading development within the limitations of their income, time and education level. The strategies and ideas address the ways in which educators may also scaffold reading instruction and meet students at their own individual reading levels, while also establishing building blocks to reading success.

Arnold, R., & Colburn, N. (2010). Myth busters. *School Library Journal*, 56(3), 20.

*2)Uses a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.*

The article provided insight on the success and difficulties special education teachers had in teaching reading. Although this does not focus on library media reading instruction, it does give valuable insight on reading instruction, which affects all kids. This article gave helpful hints on varying reading instruction, including helping students activate and connect with background knowledge, Providing a connection in which the student can relate to the instruction is an important part of the learning process. Another important strategy is thinking out loud. The author also noted, "Modeling or thinking aloud. Modeling and "thinking aloud" are other forms of instruction that can be very effective for helping students learn how to implement comprehension strategies." This is a great strategy that can help the student learn from his or her own thoughts and ideas. This is a great problem-solving strategy that teaches both problem solving skills and independent learning.

Klingner, J. K., et. al., (2010) Teaching reading in the 21st century: A glimpse at how special education promotes reading comprehension. *Learning Disability Quarterly*, (33)2 , 59-74.

*Part III C - SML orchestrates effective classroom discussions, questioning, and learning tasks*

*that promote higher-order thinking skills.*

*1)Encourages students and teachers to collaborate with others to broaden and deepen understanding.*

According to the author, the role of the library media specialist to aide teachers and students in the preparation of standardized tests while teaching them crucial information literacy skills. When teachers, students, and the library media specialist collaborate, it promotes a deeper understanding of topics. The deeper understanding is evident with the increase of achievement on standardized tests. In order to promote successful collaboration to broaden and deepen understanding, the author suggests that the library media specialist find the right teacher with whom to collaborate, the right topic to teach the students, and the right time to actively engage students in collaborative activities.

Gess, A. (2009). Collaboration: Finding the teacher, finding the topic, finding the time. *Library Media Connection*, 27(4), 24.

2)Reinforces a wide variety of reading instructional strategies to ensure the K-12 students are able to create meaning from text.

3)Employs strategies to integrate multiple illiteracies with content curriculum.

The article provides tips on how to integrate science curriculum and information literacy skills to children readers by librarians. It is important for librarians to choose a basic information literacy skill and a product that requires students to synthesize information from one source to another. It is also to significant to teach children the process of note-taking that involves recording ideas by drawing pictures or circling from a list of answer choices. Photographs can also be used as resources by students in locating and answering their test questions.

Resources:

Harker, C., & Putonti, D. (2008). Make the connection science: It's a challenge...or is it? *Library Media Connection*. 26(5).

*Part III D -SML provides meaningful learning opportunities for students.*

*1)Transforms into a multi-faceted information specialist who guides students through the flood of digital information that confronts them on a daily basis. Guides students in the use of digital information resources*

*2)Ensures that the library provides an independent learning environment that connects students and teachers in a social, digital, community.*

With the advent of social networking sites like Facebook and hundreds of different types of blogs (online journals), it is easier than ever for teachers and students to meet in an educational online community. Most notably, a blog allows for content to be posted online and readily available to the teacher and classmates at any time for view and/or evaluating. From a writing teacher's standpoint, this eliminates the necessity for wasting paper. According to the author, the possibilities with blogging in the classroom are limitless and should be something which districts

will take advantage.

MacBride, R., & Leuhmann, A. L. (2008). Capitalizing on emerging strategies: a case study of classroom blogging. *School Science and Mathematics*, 108(5), 173-183.

*3)Makes sure Promotes physical and intellectual access to learners and teachers can (physically & intellectually) access developmental and curricular appropriate databases, portals, and websites, blogs, videos, and other media.*

*4) Collaborates with classroom teachers on projects that help students use a variety of resources, conduct research, and present their findings.*

Collaboration is an important part of a library media specialist's job within a school. They state that "teaching in the library media center should not be done in isolation; it should be in collaboration with classroom teachers." The possibilities of how library media specialists and classroom teachers can collaborate are endless. The authors state that library media specialists can teach inquiry skills to students to help them research a topic, teach them how to use a presentation program, teach them how to evaluate resources, or educate them on copyright issues. Furthermore, teaching partnerships between library media specialists and classroom teachers provide students with incredible learning opportunities and guarantee them academic success.

Franklin, P. & Stephens, C.G. ( 2008). Lesson planning: The ticket to successful teaching. *School Library Media Activities Monthly*, 25(6), 45-46.

*5)Is familiar with a wide range of children's young adult and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.*

*Part III E -SML challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.*

*1)Understands that exploration and freedom are key to engaging students in a virtual environment to promote independent learning*

According to Moreillon, the first step to promoting the library to be used for learning, personal growth, and enjoyment is forming a collection that encourages these results. The LMS must be familiar with the curriculum by talking to teachers, and with students' reading preferences by talking with the children. To encourage reading in all areas, including enjoyment, the LMS must be prepared to suggest alternative options, such as magazines or e-books. Hopefully with a ready attitude to make a wide variety of suggestions, students with various learning styles will be able to enjoy the library for many different reasons.

Moreillon, J. (2009). Reading and the library program: an expanded role for the 21<sup>st</sup>-century SLMS. *Knowledge Quest*, 38.

*2)Integrates the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.*

With so many new technologies and technology tools available, librarians have the ability to make what was once traditional instruction come alive. Librarians have a wealth of free tools to use at their disposal. Some suggestions he makes are using wikis for collaborative writing projects, having students read newspapers online, using online sources such as online



encyclopedia's and sources such as Wikipedia. Other methods for using new and interactive communication tools are the use of blogs for student book reviews where students can actively comment and respond in a Web 2.0 environment to peer reviews. The use of instructional videos, such as those found on SchoolTube or TeacherTube can enhance student instruction and the empowered librarian and work with students to create videos of book reviews or book talks for upload to those sites as well.

Johnson, D. (2006). Library media specialists 2.0. *Library Media Connection*, 24(7), 98.

This article chronicles the history of traditional education and pushes the need for emerging technology charter schools in the 21st century. Students with traditional public school educations are not at the technology level needed to be a successful 21st century learner. This article discusses the different types of emerging technologies that can be integrated into the school setting, but the main idea is that technology will continue to improve, change, and grow. Once we feel we have mastered a new technology and are ready to use it in the classroom, there will be another emerging technology available. Teachers need to learn to use these emerging technologies with their students. This is where the SML can support teachers through promoting creative teaching and help students and teachers learn new technologies that promote understanding and critical thinking.

Kowch, E. (2009, July). New Capabilities for Cyber Charter School Leadership: An Emerging Imperative for Integrating Educational Technology, Educational Leadership and Knowledge. *Tech Trends*, 53, 41-48.

*3) Demonstrates the use of a variety of research strategies to generate knowledge to improve practice.*

This article briefly details a study conducted on instructional strategies used in student research. This study identifies eight instructional strategies librarians can apply in digital reference transactions and analyzes the presence of these strategies in digital reference transcripts. The results suggest that librarians use a few instructional strategies, but could learn and employ more to support information-literate students. The instructional strategies being discussed include: Catch Them Being Good, Think Aloud, Show, Don't Tell, Chunk It Up, Let Them Drive, Be the Welcome Wagon, Make Introductions and Share Secret Knowledge. Each strategy is explained in detail and some appear to be very helpful as far as suggesting practices for media specialists and even teachers to do as far as turning student learning over to the actual students.

Oakleaf, M., et. al. (2010). Instructional strategies for digital reference: Methods to facilitate student learning. *Reference & User Services Quarterly*, 49 (4), p. 380-90.

*Part III F -SML integrates a variety of learning resources with classroom instruction to increase learning options.*

*1) Promotes reading for learning, personal growth, and enjoyment.*

Moyer describes a media center in New Jersey that has made reading a priority for students and teachers in a high school setting. Many suggestions for promoting reading are described and provide suggestions to make the task or event easy to implement. Some of the activities

recommended to accomplish promotion of the media center is to host book talks, hold circulation drawings, buddy read with younger students, Banned Book week and several more. Using these strategies do help books remain alive in high school media centers.

Moyer, M. (2007). Books alive: Reading incentive programs for high school students. *Library Media Connection*, 25 (7), 10-12.

*2) Uses new interactive and engaging communication tools for student projects--digital storytelling, wikis, podcasts, and streaming video as possibilities beyond the mortal powers of PowerPoint. Uses interactive and engaging communication tools for student projects (i.e. digital storytelling, wikis, podcasts, streaming videos)*

*3) Is aware of major trends in children's and young adult literature that allows for Provides a collection of reading materials in multiple formats to support reading for information, reading for pleasure and reading for lifelong learning.*

*4) Uses a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.*

*Part III G -SML structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.*

*1) Instructs students to respect copyright/intellectual property rights of creators and producers.*

According to the author, ensuring students understand and respect the copyright or intellectual property rights of creators/producers is an important aspect of a school media specialist. Students retain this information as part of a lifelong learning process that is invaluable to the student. This knowledge carries with them through their college studies and into their careers. Respecting copyright information allows students to become ethical learners.

Harper, M. (2007). How physical design can influence copyright compliance. *Knowledge Quest*, 35(3).

The author created a variety of articles that answer questions submitted about copyright issues by school media specialists. Her articles look at questions from podcasting, to airing on local cable access stations, to using CD's at a school dance. In other words, her articles help school media specialists understand more completely copyright laws in which to explain to students.

Russel, C. (2009). Lights, camera, action! *School Library Journal*, 55(4), 20.

*2) Models and promotes ethical, equitable access to and use of physical, digital and virtual collections of resources.*

Librarians are responsible for providing access to information in all formats. They are also responsible with selecting, organizing, and instruction patrons on how to locate and use the resources. The information revolution and the thinking that everything is available on the web has created new challenges for library media specialists. Librarians have to learn and apply new skills in order to provide dependable access to electronic resources. Some of these new skills include negotiating license agreements and understanding evolving technologies.

Orick, J. (2000). The virtual library: Changing roles and ethical challenges for librarians. *International Information and Library Review*, 32(3), 313-324.

*Part III H -SML integrates the application of inquiry skills into learning experiences.*

*1)Implements the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.*

In this article, Kuhlthau discusses a case study of three schools, one in which involved a "major reform effort that implemented inquiry-based learning through intensive on-site professional development. It was at this school that teacher-librarians were "advanced" in their understanding of inquiry-based learning and gave numerous opportunities for learning through inquiry. The author goes on to say that the difference in the three studies lied within the philosophy of the personnel in each school. Collaboration must occur and the inquiry goes beyond just giving out resources and helping students locate information.

Kuhlthau, C. (2003). Rethinking Libraries for the Information Age School: Vital Roles in Inquiry Learning. *School Libraries in Canada*, 22(4), 3.

*2)Follows an inquiry-based process in seeking knowledge in research, and makes the real-world connection for using this process in life.*

The author of this article states that there is one key answer for how library media specialists play a role in teaching inquiry-based units in the school: collaboration. She stresses the importance of the LMS sitting down with teachers and collectively asking: "How can we improve on this lesson/unit so our students can learn not only more, but better?" She discusses the significance of inquiry process in learning. The author states that librarians can help students empower the skills and dispositions necessary to develop the understanding of what they need to know and why through a crafted content-area experience. She emphasizes that the inquiry process is crucial to student's experience and provides a framework for learning.

Diggs, V. (2009). Ask-think-create: the process of inquiry. *Knowledge Quest*, 37(5), 30-33.

*3)Is aware of major trends in children's and young adult literature that allows for Provides a collection of reading materials in multiple formats to support reading for information, reading for pleasure and reading for lifelong learning.*

Library media specialists have many responsibilities, but one of the most important is to be familiar with all types of text in order to connect students to the right books, whether reading for information, pleasure, or lifelong learning. Trinkle suggests using informational texts as read alouds because they can provide rich language experiences, expose students to new vocabulary, and help with comprehension of complex ideas and facts.

Trinkle, C. (2007). Teaching the Use of Informational Text Is Information Literacy. *School Library Media Activities Monthly*, 24(3), 37-40. Retrieved from Education Full Text database

#### **Section 4: Instructional Relevance**

*Beyond Proficiency part IV: Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.*

*PART IV A-SML designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.*

*1.)Ensures that the library collection has a wide variety of genre, with differing levels of difficulty, and provides a diversity of topics for students to explore.*

*2.)Provides for self selection of library materials*

*3.)Allows for differing opinions of library materials*

Tired of hearing negative comments about reading, the authors (also teachers) decided to ask their students what motivates them to read. With little research in the area of student motivation concerning reading, the study was warranted and essentially overdue. The two fourth grade teachers rated each of their students as "Motivated Above-Grade Level, Motivated On-Grade Level, Motivated Below-Grade Level, Unmotivated Above-Grade Level, Unmotivated On-Grade Level, and Unmotivated Below-Grade Level" Three students from each category were randomly selected to participate in the study. The researchers interviewed each student using a published instrument. After the interviews, each was evaluated using the constant comparative method of qualitative data analysis. Results revealed that motivation to read came from family members (especially moms), teachers, and themselves. One of the easiest ways to get children excited to read is to simply allow them to choose their own books and to devote class time to reading.

Edmunds, K.M., & Bauserman, K.L. (2006). What teachers can learn about reading motivation through conversations with children. *The Reading Teacher*, 59(5), 414-424.

Scales advises readers that in some situations, weeding can actually be a form of censorship. This article takes the form of advice to a school librarian who has been asked by her principal to remove books from the collection based solely on one parent's objections. The author explains that when a materials selection and reconsideration policy is put in place it should be reviewed by the school board at regular intervals to prevent individuals who challenge materials in the collection from saying that it is out-of-date. In addition, Scales stresses the importance of conversing with parents who are concerned about the school library's holdings in order to prevent some future challenges and encourage ongoing communication between members of the learning community about the library's holdings.

Scales, P. (2009). When weeding is wrong. *School Library Journal*, 18.

*4.)Promotes the concept of digital citizenship in the ethical use of materials*

School media specialist have many responsibilities in the 21st Century. One responsibility a SLMS has is to be a leader in reading. In order to be a leader in reading the media specialist must develop and manage a collection of a variety genres, book levels, and diverse topics. In the article, *Today's School Library Media Specialist Leader* the media specialist is viewed as a reading consultant that should have a plan in place. The plan should include a library collection that supports above and below grade level readers. Materials that support English language learners should also be included in a library collection. As well as meeting student needs the authors of this article state that the materials in the collection meet and align with curriculum

standards. Being conscientious of the school population needs benefit and helps meet student needs.

Dees, D., Alexander, K., Besara, R., Cambisor, R., Kent, T., Delgado, J., (2007). Today's school library media specialist leader. *Library Media Collection* 25 (4), 10-14, Retrieved from Library and Information Services November 30, 2010.

The author addresses a few of the issues involved in ethical use and copyright laws. The article emphasizes the importance of reading terms of use, terms of service, and end-user agreements. Specific answers about issues involving licensing and intellectual property are provided based on the author's research. Many educators and media specialists may be surprised at the limitations of use of downloaded materials, whether they are retrieved from a "free" website or purchased from sites such as iTunes.

Russell, C. (2007). The fine print. *School Library Journal*, 53(10),31.

*PART IV B-SML links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.*

*1.)Links interactions with print and non-print texts to students' prior experiences, understandings, and interests (LA HETL)*

*2.)Builds student background knowledge through various learning experiences (e.g. virtual field trips, multimedia presentations, read-alouds, discussions, etc.) LA HETL*

*3.)Differentiates instruction according to the needs of the students*

Hand is a middle school library media specialist who was looking for a way to spark students' interest in researching and writing. The students knew how to research but didn't really write a strong and compelling story about it. Hand began inviting various authors who were former teachers to visit the school and give the students lessons on developing their writing. The authors worked with small groups of students for four consecutive days, rather than speak to an assembly of middle schoolers for one hour. This strategy helped because the students received one on one attention from the expert. The students got to see how real authors pull their ideas together. As a result the students had more interest in writing about their research and therefore improved their writing. This is an excellent example of providing background knowledge. The students get to see the process for beginning the writing process which gives them a better understanding of what is expected of them.

Hand, D. (2006). Adolescent Literacies: Reading, Thinking, Writing. *Knowledge Quest*, 35(1), 40-3. Retrieved from Education Full Text database

According to Everyone Wins, the first step to correctly differentiating instruction is realizing that many students learn in a variety of ways. The curriculum and methods of instruction must be adapted based on the needs of the students. School librarians must daily work to enrich the learning experiences of the many students that visit the library. Because the library has so many purposes, it is important that differentiation be used for all. The LMS can help teachers differentiate by helping build background knowledge, assembling necessary resources, and building diverse collections to attract many learners. Collaboration is imperative in order to make this happen for the students of the school community.

Koechlin, C., & Zwaan, S. (2008). Everyone wins: Differentiation in the school library. *Teacher Librarian*, 35.

*PART IV C-SML incorporates student experiences, interests and real-life situations in instruction.*

*1.) Provides experiences that promote students interests and encourages lifelong learning.*

In this article, the library media specialist discussed The Battle of the Books, a reading competition that encourages her middle school students to read. It's a year-long competition in which the LMS picks out books that are "battle books." She puts together a list and color codes the books so that they are organized on reading/grade levels, and sets them in their own area so students can choose from them. The LMS also has a blog in which students can comment and write in on year round. One student's comment was "I love it. I would just shake inside wanting to blurt out the answer. I'd cheer {in my head} for my friends, laugh and just have fun." These types of activities encourage students to read which in turn ends up creating adults that enjoy pleasure reading.

Dix, S. (2010). Waging a Battle to Promote Reading. *Library Media Connection*, 28(5), 20-22.

*2.) Allows for self selection of library materials*

This article discusses the procedures some children use when selecting items from the library. The article recommends teaching children to examine cover illustrations, to consider the title, skim the summary, and flip through the pages.

Rueter, K. (2008). Linworth/ALISE Youth Services Paper Award Winner: Teaching effective book-selection strategies and inspiring engaged readers in the library media center. *Library Media Connection*, 26(7), 18-20.

*PART IV D- SML selects and utilizes a variety of technology that support student learning.*

*1.) Provides opportunities for students to experiment with a variety of technology to enhance learning*

The author reports on a middle school that conducted research to develop an information technology literacy curriculum. The curriculum included basic technology skills, teaching the Big6 information problem-solving process, teaching students how to create a WebQuest, using online bibliography tools, and learning copyright laws. The library media specialist at the middle school was involved in the entire process of designing the curriculum and instructing students within the classroom. Van Leer stated that the ultimate goal of creating the curriculum was "to integrate technology skills into the curriculum, enable students to achieve national information literacy and technology standards, and create valuable resources for other teachers in our school to use."

Van Leer, J. (2003). Teaching information and technology literacy through student-created webquests. *Multimedia Schools*, 10(2), 42-45.

*2.) Keeps abreast of current technologies by attending professional meetings and reading professional literature*

3.) *Actively solicits funds that allow access by all students to technology resources available in the library Promotes access by all students to technology resources available in the library*

*PART IV E-SML effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.*

*1.) Provides instruction that involves inquiry based learning*

Inquiry based learning is essential in today's society, especially if students are to survive in the 21<sup>st</sup> century. Information is not something that can just be committed to rote memory any more. Now, it is viewed similar to a pit-stop on the road to better understandings. With inquiry, students are not merely asked to arrive at the right answer – the road is just as important as the destination. If students are to become true lifelong learners, it is important that they find a way to discover new knowledge for themselves. That being the case is why the inquiry based information model makes sense.

Christian, S. (2002). Inquiry based learning. In C. Benson (Ed.), *Writing to make a difference: classroom projects for community change* (pp. 59-78). Williston, VT: Teachers College Press.

Many students have difficulty locating appropriate information sources and appropriately using the sources they do find to meet their information needs. According to the article *Teaching the Inquiry Process to 21<sup>st</sup> Century Learners*, it is important for library media specialists to teach students an appropriate inquiry process to locate, review, and use information correctly (2009). The article gives an overview of the stages of the inquiry process and aligns each stage with the appropriate AASL 21<sup>st</sup> Century Standards. The stages include questioning, planning, collecting and crediting, organizing, synthesizing, and communicating. Each of the stages of the information inquiry process will help prepare students for future jobs as they will be using information inquiry in the workplace and as productive citizens.

Carnesi, S., & DiGiorgio, K. (2009). Teaching the Inquiry Process to 21st Century Learners. *Library Media Connection*, 27(5), 32.

Inquiry based learning needs to be incorporated into instruction to prepare students for success as a 21st century learner. The SML can guide students and teachers by leading a Project in the media center that requires student inquiry and collaboration for project completion. Bell (2010) states that through inquiry student can drive their own learning while improving their communication and problem solving skills.

Bell, S. (2010). Project-based learning for the 21st century: skills for the future. *The Clearing House*, 83, 39-43

*2.) Encourages information seeking and appropriate use of information*

*3.) Enables 21st century technology tool integration*

As information and communication technologies (ICTs) become increasingly prevalent in modern society, improving students' competency with these technologies has become a key focus of 21st century education. Many advocate for school librarians to actively promote their integrative use across the K-12 curriculum. This article asks, "Are school library media professionals adequately prepared for the task of integrating technology and skills into instruction?" It explores the number of students enrolled in school library certification programs

and the use of ICTs in their school library education programs. Factors identified for discussion include the age of students enrolled in school library certification programs, the evolutionary process of ICT curricular integration, and perceived preparedness to integrate ICTs into instruction despite self-reported low competency levels with many of emerging technologies.

Hanson-Baldauf, D., & Hassell, S. (2009). The information and communication technology competencies of students enrolled in school library media certification programs. *Library Information Research* 31(1).

Technology is a wide encompassing part of a school media center in today's schools. Media specialist must prepare students to meet the challenges they will see not only in their school careers, but long after graduation. The incorporation of 21<sup>st</sup> century technology tools is essential in a student's appreciation for lifelong learning. 21<sup>st</sup> century learning tools does not always indicated student's knowledge of computer based skills such as typing. A wider range of such tools can include "white boards, audiovisual systems, netbooks, cameras, printers," etc. However, throwing these tools out there and wishing students good luck is not the answer. The article suggests that many aspects should be considered. School media specialists can be the backbone of the integration of 21<sup>st</sup> century tools. They are usually the "helper" and in many cases the "instructors" of these tools to both students and faculty.

LaFee, S. (2010). Taking the i21 initiative. *The Education Digest*, 76(3), 47-51.

4.) *Is knowledgeable about production of media to assist students*

5.) *Promotes ethical use of technology*

Elizabeth Marcoux (2010) discusses the unethical use of technology across schools today. Students have always tried to cheat on test, whether it be notes written on their hands or book on the feet. Today, however, more and more students are using technology to cheat. Marcoux gives some suggestions on how to prevent cheating with technology. She also gives some suggestions on how to promote the ethical use of technology in the library.

Marcoux, E. (2010). Students cheating with technology. *Teacher Librarian*, 38(1), p 18.

*PART IV F-SML works with other teachers to make connections between and among disciplines.*

1.) *Encourages cross curricular projects by collaborating with content teachers*

The author asserts that "Working collaboratively with other classroom teachers and the library media specialist can transform a tedious assignment into an exciting, memorable project."

Creating a collaborative team and dividing up the project can allow for many faculty and staff to work together in creating a memorable learning experience for the students. The author uses as an example her collaborative research project in her school.

Youssef, J. (2005). Collaboration: does it really work. *Library Media Connection*. 24(1), 40-41.

2.) *Encourages reading across the curriculum and provides materials to enhance this activity*

This article demonstrates the need for students to become more active readers both in and out of the classroom. One way to do this is by support for the library media specialist. McPherson states that Approximately 35% of North American children in the fourth grade have some type of reading difficulty and an estimated 10% to 18% of elementary school children "are likely to have serious deficiencies in their ability to use literacy in everyday activities". One way that McPherson suggests to improve reading includes chunking words and locating words already



known by students. Likewise, librarians can take an active role in assisting struggling readers by providing resources that are grade and level appropriate.

McPherson, K. (2007). [Teacher-librarians as reading guides](#). *Teacher Librarian* v. 35 no. 2 (December 2007) 70-3.

*PART IV G-SML makes lesson connections to community, society, and current events.*

*1.) Provides opportunities for authentic social and collaborative communications that emphasize research LA HETL*

*2.) Facilitates connections to the world of work through the exploration of careers which require advanced application of literacy skills. LA HETL*

This article presents many tools that students can use to explore various careers. This would be a good article and tool to use as part of library and technology instruction. Students could apply the skills taught in the library media program while using a program to explore careers. This program includes an interest inventory and requirements for each career. This article includes many careers that include advanced application of literacy skills, such as writers, librarians, and teachers.

LaGuardia, C. (2010). Career cruising. *LibraryJournal*, 135(13), p. 108., retrieved from Wilson Web.

*3.) Utilizes annual events calendar to make connections to current events e.g. Black History Month, Women's History Month, Banned Books week, School Library Month, etc.*

This article presents information on several websites about African Americans, including Afro American Almanac; Black Facts Online; Aboard the Underground Railroad; and Footsteps: African American Heritage. All of these websites would be extremely useful in promoting Black History Month in school libraries, and throughout the school. This would be a helpful article for media specialists when planning Black History Month activities in the library.

Byerly, G. & Brodie, C.S. (2005). African American websites for black history month and all year long. *School Library Media Activities Monthly*, 21(6), 38-39.

## **Section 5: Knowledge of Content**

*Beyond Proficiency Part V: Knowledge of Content: a SML understanding and application of the current theories, principles, concepts and skills of a discipline.*

*Part V A- SML demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.*

The school library media specialist should demonstrate an in depth knowledge of content and maintain the ability to convey the knowledge to students. *Research-Based Instructional Strategies* suggest Marzano strategies that can be used in the classroom and library to help convey, to students, content. Hoover (2006) suggests that media specialist should be familiar

with these strategies and be as capable to teach content as the teachers. Also it is suggested that school media specialist should collaborate with teachers to incorporate learning strategies into library instruction. These strategies should be implemented by the SLMS and teachers to promote thinking skills.

Hoover, C. (2006). Research-based instructional strategies. *School Library Media Activities Monthly*, 22 (8), 26-28.

*Part V B- SML maintains on-going knowledge and awareness of current content developments.*

This article describes the disparity between the practices of teaching content for memorization and recall and the teaching of content for the purpose of understanding an application. The author cites research that shows that many learning concepts within the content have to be taught again year after year, which severely impacts progression of learning. The article discusses the importance of identifying the “most useful content in broad personal and social contexts.” Additionally, the audience, or the students who must learn the content must be specifically identified. Lessons must have purpose for specific content that encompass a variety of content areas. The article states “there is a disconnect between what we know about effective teaching and learning and the policies that govern them.” The SLMS will serve the teachers of the school by being up-to-date on current content changes and strategies for teaching that content.

Nelson, G. D. (2001). Choosing content that's worth knowing. *Educational Leadership*, 59(2), 12.

*Part V C- SML designs and implements standards-based courses/lessons/units using state and national standards.*

Winners of the National School Library Media Program of the Year Award for 2008, discuss how their school improved its scores on the annual state assessment. The authors credit the school's success with the collaboration that took place between library media specialists and science teachers. Classroom teachers, library media specialists, curriculum specialists, and technology integrators work collaboratively to continue success in the content areas by working together in curriculum teams and designing assured experiences that help all students use information efficiently. As part of the library media program at Sunbury High School, Snyder and Roche have ensured that teachers receive ongoing professional development to ensure that students succeed in obtaining information literacy skills and applying these skills in the content areas. In addition to these measures, the authors use an interactive database, where teachers can suggest materials for the collection. According to the Snyder and Roche, “Our goals are to have teachers feel the library collection meets their curriculum needs and to increase library use.”

Snyder, M. & Roche, J. (2009). Road map for improvement: evaluating your library media program. *Knowledge Quest*, 37(2), 22-26.

*Part V D- SML uses and promotes the understanding of appropriate content vocabulary.*

*1) Teaches appropriate vocabulary to discuss literature found in novels such as plot, theme, characters, etc.*

According to the author it is not only the classroom teacher who is responsible for teaching vocabulary to students, but also the school library media specialist. One way to make this happen is to collaborate with teachers on the subject. Also, media specialists should guide students in the process to select books on topics they are interested in, so they can practice their skill. Students will learn the lesson much better if teachers and media specialists plan together to teach students

about vocabulary in novels.

Anderson, C. (2009). The five pillars of reading. *Library Media Connection*.

2) *Teaches vocabulary related to the layout of the library media center such as fiction, nonfiction, reference, etc.*

The library media center is a place with a vocabulary all in its own. It is important for students to learn and comprehend the vocabulary associated with the library media center. Words such as, fiction, non-fiction, and reference are important for student to know and understand their meaning. E-books are a way of engaging students to read different genres of books. When students comprehend the materials they are reading, they then have a true understanding of the genres of books available within a library media center.

Stephen, A. (2010). Thinking about ebooks. *Multimedia & Internet@Schools*. 17(3).

*Part V E- SML provides essential supports for students who are struggling with the content.*

1) *troubleshoots literacy difficulties using specific strategies*

The struggling reader can decode the meaning of words and read a story, but organizing events or remembering connections can be very difficult. Two reading strategies – the structured story web and the outline – help struggling readers organize ideas and events. Students with learning disabilities require the structure that these two reading strategies offer. To begin, the teacher would help students create a story map by writing the chapter heading at the top of the web and giving main ideas. Students were asked to provide the supporting details. As the class worked through a book, the teacher slowly gave less information, requiring the students to create their own webs by the end of the book. The story map allowed students to recall information about the story and organize the details. After creating the story map, students were asked to turn the map into an outline. These strategies were used across the curriculum as a way to help struggling students learn how to organize ideas. The teacher who used this strategy from the first day of school, requiring students to continually use it all year, found that the students would apply these strategies to test questions requiring organization of ideas and students also used it on state tests. Results also showed an increase in student enjoyment of reading.

Arthaud, T.J., & Goracke, T. (2006). Implementing a structured story web and outline strategy to assist struggling readers. *The Reading Teacher*, 59(6), 581-586.

2) *teaches students how to use a variety of literacy strategies independently to access content*

The author of this article discusses a strategy to help guide struggling readers. This strategy is called The Light Bulb Reading technique. It has proven to be a successful intervention and the article includes many useful ideas and templates.

Vogt, M. (2003). Turn it on with Light Bulb Reading! Sound-switching strategies for struggling readers.. *Reading Teacher*, 57(3), 522-525.

*Part V F- SML accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.*

1) *Promotes reading advocacy by matching students to books in all formats, including print, audio and e-books.*

The library media specialist is an invaluable resource in promoting resources and activities that spark student interest in reading, learning, and achievement through the school years. The authors give advice in getting students engaged in reading by stressing the importance of fostering literacy at an early age. The writers suggest opening the library to pre-schoolers who are not in school through family literacy programs. They encourage librarians to provide comforting environments that nurture students' reading abilities and maintain patience and encouragement for struggling readers. Lastly, they suggest collaboration between teacher and library media specialist to strengthen the curriculum and show that students there is a connection between lessons learned in the classroom and the library.

Hirsh-Pasek K. & Golinkoff, R.M. (2004). Getting engaged through reading: How librarians, teachers, and media specialists can join together to spark lifelong learning in children. *Knowledge Quest*, 33(2), 66-8.

In this article, librarians are encouraged to look at high-interest easy reading trade books for these students. As part of our job, we want to encourage pleasurable reading for all of our students, however, when reading is a struggle, how do you encourage them at all? In this article, there are numerous examples of books that can be used to match these struggling readers in middle school and high school with text that is on a third to fifth grade reading level, but are also very popular reads. Examples are given for the following genres: historical fiction, science fiction, and realistic fiction. While many genres are not mentioned, the author does say that these genres, too, have hundreds of options for these students.

Liang, L. (2002). On the shelves of the local library: High-interest, easy reading trade books for struggling middle and high school readers. *Preventing School Failure*, 46(4), 183.

## 2) Teaches information skills.

The article discusses various steps by which media specialists can conduct staff development workshops to help teachers learn how to integrate information literacy skills and technology into their curricula, including computer and Internet skills. The article gives advice on selecting a workshop topic, focusing on the needs of the students and the teachers. The authors note that for the workshop to be successful, specialists should encourage teachers to continue working with the information literacy skills presented in the workshop. It is also important to provide administrators with reports of the activity.

Bishop, K., & Janczak, S. (2005). Conducting effective staff development workshops. *Library Media Connection*, 23(7), 50-51.

The author discusses of the Big 6 method for teaching information skills as a way of meeting the AASL standards for the 21<sup>st</sup> century learner. This is just one of several tested methods of instructing students in information skills that librarians are utilizing in their curriculum. Teaching students how to effectively utilize information skills is a necessary and critical component for any school library curriculum. Solid instruction in information seeking skills assists students in this endeavor and is utilized throughout all content areas. There are various methods and ways of instructing information skills and utilizing a specific information-seeking framework such as the Big 6 methods works well in schools.

Needham, J. (2010). Meeting the new AASL standards for the 21st-century learner via Big6

problem solving. *Library Media Connection*, 28(6), 42-43.

It is very important in today's world that all students are proficient users of technology. In order for this to happen, there has to be fruitful collaboration between classroom teachers and library media specialists when it comes to teaching these skills. One important issue this article also addresses is the issue of what defines being literate in technology. Just because a kid can play a game on a computer and send an email, does this mean he is literate in technology? Schools need to have clear objectives for students when it comes to technology.

Eisenberg, M., Johnson, D., & Berkowitz, B. (2010). Information, communication, and technology (ICT) skills curriculum based on the Big6 skills approach to information problem solving. *Library Media Connection*, 28(6), 24-27.

The article focuses on the three roles of the library program to the 21st-century teacher-librarian and school library programs in the U.S. The three roles of the library program are information literacy instruction that teaches essential information and technology skills, reading advocacy that guide and promote reading, and information management that provide information and technology services, systems, resources and facilities. The potential of the school library program ensures that the students are effective users of ideas and information.

Eisenberg, M. B. (2006). Three roles for the 21st-century teacher-librarian. *CSLA Journal* 29(2).

### *3) Organizes, manages, and maintains a collection of valuable resources.*

This article briefly details how library collections are managed and organized in Australia, with some comparisons to libraries in the United States. Two different groups are cited in the article, researching the procedures of developing a collection between two different locations. The groups report on their findings and note that the library that communicated more on the needs and addressed concerns was more functional than that of the one who did not.

Munro, B., et. al., (2008) A Collection of importance: the role of selection in academic libraries. *Australian Academic & Research Libraries*, 39 (3) 149-70.

### *4) Provides recourses and activities for students that are meaningful now and in the future.*

This article focuses on how high school librarians can provide resources and activities for students that will be meaningful now and promote lifelong literacy. Even though this article is geared toward high school librarians, I feel that the 8 ways could easily be adjusted to work in any school. School libraries are not just a resource area for some people in the building. The library should provide resources, strategies, and instruction for students and teachers. The SML can teach literacy, not just check out books.

Fenn, J. (2005, February). 8 ways your librarian can promote literacy. *Principal Leadership*, 5 (6), 49-51.

### *5) Promotes resources and activities that spark student interest in reading, learning, and achievement through the school years.*

*Part V D- SML uses and promotes the understanding of appropriate content vocabulary.*

#### *1) Teaches appropriate vocabulary to discuss literature found in novels such as plot, theme,*

*characters, etc.*

The author suggests that media specialists use a “word wall” for important vocabulary which can then be used in discussions with the students. The author believes that this is a good technique for emerging readers.

Trinkle, C. (2006). Library media specialist's word wall and beyond: Integrating the five components of reading instruction. *School Library Media Activities Monthly*, 23(1), 40-43.

The authors discuss five types of booktalks—plot summary, anecdote, character description, creation of a mood, and the author, theme, or genre format. They suggest that enthusiastic library media specialists can promote the joy of recreational reading by varying the formats of their booktalks.” This would be a way to continue the education in these areas with older students.

Norton, T. & Anfin, C. (1997). Brush up your booktalks: promoting literature-based reading, part II. *School Library Media Activities Monthly*, 14, 27-29.

*Part V F- SML accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.*

*1) Promotes reading advocacy by matching students to books in all formats, including print, audio and e-books.*

The article stresses the importance of having a large selection of book formats available for students. “Start with a collection of free ebooks that download to every device kids and teens have access to: cell phones, iPids, MP3 players, Kindles, iPads and make these available in both print and audio editions (Loertscher, 2010, p. 48).” Having different formats of reading materials makes it easier to connect a technologically advanced student population to classic and information literature.

Loertscher, D. (2010). Learning to read and reading to learn: Meeting the international challenge. *Teacher Librarian*, 37(5), 48-50.

